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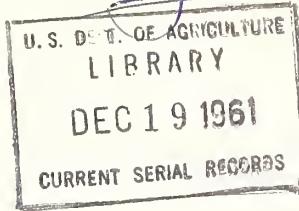


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Holiday Greetings

GRADUATE SCHOOL • USDA



Newsletter

December 14, 1961

To the Faculty, Committee Members and others associated with the Graduate School:

MARK YOUR CALENDAR

January 9 Faculty Luncheon - Mrs. Eleanor Roosevelt
National Press Club - 11:45 a.m.

January 25 Lecture - Henry S. Commager, "The Re-creation of the Great Community"- Jefferson Auditorium

We take this opportunity to tell you how grateful we are for the many things you have done to help the Graduate School this past year, to increase its usefulness, to add to its vitality, and to make the machinery hum more smoothly. We look forward to working with you in 1962, and we hope the New Year will bring great riches of spirit to each of you.

* * *

Mrs. Orville Freeman, wife of the Secretary of Agriculture, will introduce Mrs. Eleanor Roosevelt, speaker at our Faculty Luncheon, January 9. By holding the luncheon at the National Press Club, we expect to accommodate all of you who wish to attend, and there will be room for guests. We suggest, however, that you make your reservations early. Tickets for the luncheon are \$3.00.

* * *

Counting our blessings at the year's end, we point with pride to these gains in 1961:

1. The Graduate School is serving more widely than ever before with a peak

enrollment in the resident evening program, rising interest in the correspondence work, and increasing opportunities in the special daytime courses. More than 1400 government workers from 80 different bureaus and agencies took part in special programs last year.

2. We have begun to train foreign nationals. A second group of Congolese government officials is now enrolled in the program that we have established in public administration.

3. Our lecture series drew large audiences here and one of them, "Promise of the Life Sciences," continues to draw large audiences as films of the lectures are shown in high schools and colleges throughout the United States and videotapes of the lectures are scheduled on educational television.

4. Books published by the Graduate School in the current year are "Promise of the Life Sciences," "Automatic Data Processing Seminar for Federal Executives," and "Growth Through Agricultural Progress."

5. Many of you have told us that you have gained new ideas that help you in teaching from the instructional program of conferences, workshops, and visiting speakers at our faculty luncheons. We are making a continuing evaluation, and we expect to try new techniques.

* * *

Although the Graduate School does not grant degrees, more than 900 students took courses last year to help them meet requirements for degrees from other institutions. Most of them (506) are candidates for a bachelor's degree. 265 are working toward a master's degree, and 136 toward a doctorate. A record number of our students (510) are taking courses that will qualify them for Certified Statements of Accomplishment.

Other notes from our statistical report for 1960-61: One out of every four students last year was a college graduate and one out of every 10 held an advanced degree. Most of our students are young--under 30--and in Government jobs at levels between GS-3 and GS-6. But one in 20 held jobs classified at GS-13 or higher.

As working people, most of our students can find time for only one course a semester. Last year, however, one out of nine took more than one course, 55 registered for three courses, and four enrolled in four courses.

The desire to improve performance on the job is the reason given by most students (2,883) for taking Graduate School work. Another group, almost as large (2,613), enrolled in courses as a means of advancing on the job.

Among the new teachers on our staff are: Floyd P. Harrison (Biological Sciences); Jon F. Greeneisen and H. Nelson Fitton, Jr. (Languages and Literature); Bruce Mahoney, Earl F. Clark, Morton S. Raff, and Frederick J. Doyle (Mathematics and Statistics); Herbert Persil and Ilda Dow (Office Techniques and Operations); Joseph Zisman, Denis A. Cooper, and Benjamin J. Mandel (Public Administration); Walter Wilcox, Willard Cochrane, and Samuel A. Kramer (Social Sciences); Blake Loring and Helen Hicks (Technology).

Except Miss Hicks, who has retired from the faculty of Hunter College, the new teachers all hold full-time jobs in: Agriculture - Mr. Greeneisen, Mr. Mahoney, Mr. Clark, Dr. Cochrane, and Mr. Persil; Health, Education and Welfare - Mr. Fitton and Dr. Mandel; Defense - Miss Dow and Major Cooper; Labor - Dr. Kramer and Dr. Raff; Civil Service Commission - Dr. Zisman; Library of Congress - Dr. Wilcox; University of Maryland - Dr. Harrison; private industry - Mr. Doyle, Mr. Fisk, and Dr. Loring.

* * *

We were delighted that 30 of you were willing to spend a holiday (November 11) in the NEA workshop-clinic on how adults learn.

Our group was part of a much larger group of teachers from the public schools of Baltimore, Richmond, and the District of Columbia, and a few teachers from all parts of the country who had come earlier for the annual meeting of the Adult Education Association.

The clinic was based on the deceptively simple techniques of the National Training Laboratory. The large group was divided into sub-groups seated around tables for eight. Each of these then addressed itself to a common problem - e.g. what to do about an absent student who is thinking of dropping a course in which he has invested both time and money. The important thing in this approach is not the problem but the process of finding solutions and how each one goes about it in his own distinctive way.

What did you get out of it? Though I haven't had an opportunity to talk with all of you, I've had some feedback. The response has ranged from "It gave me new insights about people I have known for years and never understood," to "I found the workshop had social value but offered little from a professional point of view." One enthusiastic report concerned the afternoon session when we had a demonstration of communications with and without feedback. The evidence was conclusive that in giving directions it pays to take time for questions and answers.

* * *

"The true test of education is what is learned, not what is transmitted, the intake, not the outflow."

Harold Breimyer cited this "second law of the dynamics of education" in opening the program at our faculty luncheon, December 5. And then, on behalf of the committee on instructional improvement, he enlisted those present in a trial run of a questionnaire.

Along with a number of suggestions for improving the questionnaire, the trial run stimulated suggestions for improving the Graduate School. Among them: more pay for the teachers; a library browsing room; a periodic check of students a year or two after the courses are completed to learn what they have remembered or found beneficial from the class work.

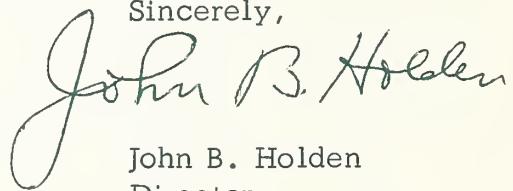
I like the symbol J. P. Schaenzer chose to illustrate the organization of the Graduate School in a brief talk that opened the luncheon program.

The symbol is a pyramid. The broad base on which it rests is composed of our students. The next level represents our 300 teachers. As the pyramid narrows toward the top are the divisions, the departments, the council, and the general administration board. He compared the staff to a "shining and guiding light."

We are most grateful for the suggestions from those of you who took part in the trial run. We will be sending copies of the questionnaire to all of you as soon as it is revised.

* * *

Sincerely,

A handwritten signature in cursive ink that reads "John B. Holden".

John B. Holden
Director